

Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

8-1.1 Summarize the culture, political systems, and daily life of the Native Americans of the Eastern Woodlands, including their methods of hunting and farming, their use of natural resources and geographic features, and their relationships with other nations. (H, G, P)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students learned about Native Americans of the Eastern Woodlands. Students also learned about the three principal nations of Cherokee, Catawba and Yemassee, the impact of European colonization, and conflicts with early settlers (3-2.4).

In 4th grade, students learned about the land bridge, the life and culture of Eastern Woodlands, Southeastern, Plains, and Southwestern and Pacific Northwestern Native Americans (4-2.2) and about conflict and cooperation among the settlers, the Europeans and the Africans (4-2.7).

In 11th grade United States History, students will learn about the development of the west and the displacement of Native Americans (USHC-3.1).

It is essential for students to know:

The culture, political systems and daily life of Native Americans of the Eastern Woodlands were affected by the geography of the region in which they lived. The Eastern Woodlands natives were hunters and farmers. They used sharp points carved from rocks and animal bones for hunting as well as bows and arrows. Sometimes they also used fire to drive out animals or to clear a field for farming or hunting. The Native Americans of the Woodlands cut trees and burned the brush to create farmland. A simple hoe made of bone was used for digging. Their primary crops were corn and pole beans. The Native Americans used corn stalks as poles for the beans. They grew crops of corn, beans, squash, pumpkins, and bottle gourds. Tobacco was grown in rows on separate plots.

The Native Americans used the natural resources and geographic features of the region in which they lived. Waterways, flora and forests were plentiful. They used rivers for transportation and to survive. They used rocks, wood and animal pelts to create tools for hunting, farming and building. Housing was made from natural resources available in the area such as tree bark and animal hides. The land was fertile, with rolling hills, and red-yellow clay soil so they developed farming.

The Native Americans were initially friendly with European settlers and they worked to get along with other nations. However, as settlers took over their lands they began to resist this encroachment.

It is not essential for students to know:

Students do not need to know the names of Native American tribes or chiefs, specific time periods or specific locations within the Eastern Woodlands region.

Assessment guidelines:

Appropriate assessments will require students to **summarize** the culture, political systems, and daily life of the Native Americans of the Eastern Woodlands. Appropriate assessments should also require students to **exemplify** (identify examples of) their methods of hunting and farming, and **explain** their use of natural resources and geographic features and their relationships with other nations.